DOCUMENT RESUME

ED 439 333 CG 029 902

AUTHOR Weiyuan, Zhang
TITLE The Historical Evolution of Career Development in China and Hong Kong.
PUB DATE 1997-05-00
NOTE 7p.; In: Caring in an Age of Technology. Proceedings of the International Conference on Counseling in the 21st Century (6th, Beijing, China, May 29-30, 1997); see CG 029 879.
PUB TYPE Information Analyses (070) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Career Counseling; Foreign Countries; Government Role; *History; *Social Influences
IDENTIFIERS China; Hong Kong

ABSTRACT

This paper examines the historical evolution of career development in China and Hong Kong. It reports that, according to Zhang (1994), the evolution of career guidance in China can be divided into six stages: the rise of vocational guidance and education (1917-1949); reorientation (1950-1965); abandonment (1966-1976); transition (1977-1986); experimentation (1987-1989); and expansionism (1990-present). Career development in Hong Kong is rather a recent development and can be classified into three stages: the rise and development of vocational guidance (1958-1978); the transitional period from vocational guidance to career guidance (1978-1990); and the consolidation period (1990-present). It states that changes are expected again as the two governments begin to draw closer than they have in 100 years. (Contains 13 references.) (JDM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 439 333

The Historical Evolution of Career Development in China and Hong Kong

By
Zhang Weiyuan

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

W. Ewhiff

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC).

CG029902

BEST COPY AVAILABLE

The Historical Evolution of Career Development in China and Hong Kong

by
Dr. Zhang Weiyuan
University of Hong Kong

This article describes the historical evolution of career development in China and Hong Kong. According to Zhang (1994), the evolution of career guidance or development in China can be divided into six distinct stages: the rise of vocational guidance (1917-1949); reorientation (1950-1965); abandonment (1966-1976); transition (1977-1986); experimentation (1987-1989); and expansionism (1990 - present). Hong Kong is a relatively new opportunity for career development and can be classified into three stages: the rise and development of vocational guidance (1958 - 1978); the transitional period from vocational guidance to careers guidance (1978-1990); and the consolidation period (1991 to present). Soon Hong Kong and China will be closer governmentally that they have been for 100 years.

Career Development in China

Stage 1: The rise of vocational guidance (1917-1949)

Career guidance was sponsored by the China Vocational Education Association (CVEA). The CVEA was established in Shanghai in 1917 by Huang Yaipei, the parent of vocational guidance and vocational education in China. Other founders of the CVEA included Zhang Yu, Lu Feigui, Jiang Weiqiao, Chen Baoquan, and Cai Yuanpei (Bailey, 1990).

In 1917, Huang Yaipei had visited 25 cities and 52 schools in the USA and began to adapt the USA ideas of vocational guidance and vocational education to the Chinese context. The CVEA called for the education of the Chinese citizen that would directly solve the "problem of livelihood." The aim of CVEA was to help unemployed people successfully find jobs and to also make employed people happier in their work (CVEA, 1989). According to Huang Yaipei, if everybody could find as well as, at the same time, enjoy their work, unhappiness and misery would disappear from the Earth (CVEA, 1985). The CVEA founding members published several books on vocational guidance during the ensuing years (CVEA, 1927; CVEA, 1936; Hou, 1946). CVEA also established Vocational Guidance Committees along with job centers in larger Chinese cities such as Shanghai, Nanjin, Chongqing, and Fuzhou.

Bile Secondary School was established by the CVEA in Shanghai in 1946. This was the first experiment with career guidance in secondary schools in China.

Stage 2: The reorientation of vocational guidance (1950-1965)

With the revolution led by Mao Tsetung and the founding of the People's Republic of China in 1949, the Soviet Union's "polytechnic education" as proposed by Nadezhda Krupskaya became the model for China. Many methods from the Soviet Union were introduced into the Chinese schools, such as guidance teachers, extracurricular collectives, and class collectives. Also, during this period, a centralized placement system was established as the Chinese government guaranteed rights to education and work for all citizens.

Stage 3: The abandonment of vocational guidance (1966-1976)

During the "cultural revolution", all vocational and technical schools ceased operation and only the regular secondary schools were retained to educate young people. The return to a work-oriented social ideology, to a worker/peasant leadership of the revolution, and away from the university intellectuals led to much societal upheaval as university faculty along with many of their students were sent to the rural areas of China to be reeducated by the workers and peasants of those rural areas as to the true value of work. Also, the CVEA was disbanded and most of its researchers were also sent to work on the farms.

CG029902

Stage 4: A transitional period (1977-1986)

According to Zhang (1994), the 3rd Plenary Session of the 11th Central Committee of the Chinese Communist Party met in December, 1978, and adopted resolutions that would turn the direction of Chinese society finally toward modernization. China's revolution had occurred when China was still largely underdeveloped industrially. With no large urban industrial workforce, China had leaped from a peasant-based society to a worker-based society without much of the necessary transition. The resolutions and the new economic structures were supposed to make up for the lack of transition.

A National Conference on Employment in 1980 led to many of these new structures including a new three-level employment system (the state, the collective, and individually-owned businesses) and a new job assignment system (from a system of unified labor allocation by a labor bureau where workers were assigned to jobs for life to a "contract system" where employees had the freedom to choose their jobs and employers had the right to both select and fire workers in their business).

A Joint Conference of the Ministry of Education and the State General Bureau of Labor in 1980 agreed that the current educational system did not meet the needs of the new employment system and called for the reform of the secondary school system as well as the redevelopment of vocational and technical schools.

In 1985 a National Education Conference called by the Central Committee of the Communist Party of China issued a call to reform the educational system. Resolutions passed at this Conference proposed reforms such as compulsory education for nine years (age 7 to age 16) as well as provisions for directing students into different kinds of schools (academic or vocational/technical) after age 16 until enrollments reached 50% each in academic or vocational/technical schools. "From 1949 to 1986, there was no proper career guidance in secondary schools in China. . . . (After that) teachers could not (still) give students proper help when students gained the freedom to choose their subjects. They gave students some suggestions for career choices, but (these suggestions were) based only on minimum personal experience and limited information" (Zhang, 1994, p. 4).

Finally, in 1980 the CVEA was reestablished along with it's journal, Vocation and Education.

Stage 5: The experimental period of career guidance (1987-1989)

In 1987 the first National Conference on Career Guidance was held in Shanghai. Sponsored by the China State Education Commission, this Conference led to the establishment of three experimental schools (Luwan District of Shanghai, Dongchen District of Beijing, and Heinan High School of Shanghai) where a career guidance system would be developed under the direction of the East China Normal University (Shanghai).

In 1988 the first book in the field of career guidance since 1949 was published. School and Vocational Guidance by Zhang and Qu sold out 80,000 copies and many schools throughout China used this book as a textbook to design and develop career guidance courses. Further, in 1989 the China State Education Commission distributed a document describing the model experimental career guidance program at the Luwan District in Shanghai.

Stage 6: The expansionist period (1990 - present)

In 1990, the 2nd National Conference on Career Guidance was held in Shanghai, sponsored by the China State Education Commission, the CVEA, and the Shanghai Education Bureau. Over 125 conference participants came from 25 Chinese provinces and cities with 100 papers presented at the Conference. The China State Education Commission then funded a variety of new books including: Career Guidance in Secondary Schools (for students); Career Guidance in Secondary Schools (for teachers); An Introduction and Classification of Occupations; Career Guidance in Foreign Countries, An Introduction to Vocational and Technical Schools, and others.

Since 1993 the career guidance course has been a required course in all secondary schools in Shanghai. All the secondary schools in Dongcheng District and some secondary schools in other districts in Beijing have established career guidance courses.

BEST COPY AVAILABLE

In Guangdong, textbooks on career guidance have been published by the Guangzhou Educational College and have been used in some second secondary schools in Guangdong. A research group on career guidance has been organized in Guangdong Educational College under the support of China State Education Commission. Other career guidance courses have been developed in Hubei province, Jiangsu province, Shanxi province, Liaoning province, Hei Longjiang province, Tianjing city, and many other secondary schools.

Career Counseling in Hong Kong

Stage 1: The rise and development of vocational guidance (1958 - 1978)

In 1958 the Director of Education set up an advisory work group on ways and means to help young people to prepare themselves for employment. This work group recommended that each secondary school should appoint a Careers Master who would help young people at school to become aware of the opportunities that were open to them upon leaving school. The work group also recommended that Careers Masters be brought together in some form of a professional association. As a result of this, the Hong Kong Association of Careers Masters came into being in May, 1959. The main purposes of which were: (a) to collect and disseminate information of careers; (b) to assist members by arranging talks by representatives of employers, organizing visits by members to the workplace of employers, and adopting other methods of bringing members and employers together; and (c) to serve members as opportunity offers in their efforts to inform students and parents of suitable avenues of employment. The Chairman of this new professional association was elected from representatives of member schools. The Careers Office of the Education Department is the Hon. Secretary of the Executive Committee ex-officio. These representatives were usually senior members of the schools who were appointed as Careers Masters. Their responsibilities were as follows: to provide students with information about employment and careers; to give them guidance in their later years at school; and to help them find suitable employment.

The Labour Department also provided employment services through its Employment Division, one of which is the Youth Employment Advisory Service. This service, modeled after the United Kingdom system but adapted to suit local circumstances, was established in 1968 to cater to the needs of young school leavers or students about to leave school. It performed the following functions: (a) to prepare and to publish a comprehensive handbook on careers in Hong Kong, the contents of which will be further categorized and printed as individual leaflets for distribution to interested parties; (b) to give group talks on "How to choose a career" to secondary school students who are about to leave school; and (c) to established close liaison with the Careers Officers of the Education Department and the Association of Careers Masters and other interested and concerned organizations for the purpose of exchanging ideas in the field of careers guidance, and through them to disseminate the career information prepared by the service.

From 1958 to the 1970s, career guidance services have been provided through the Careers Education Section of the Education Department, the Labour Department, and the Hong Kong Association of Careers Masters and Guidance Masters. They work closely together to provide assistance and information during the three stages of career choice: career awareness, career exploration, and career preparation.

Stage 2: The transitional period from vocational guidance to careers guidance (1978-1990)

Following the introduction of the policy providing for nine years free and compulsory education in 1978, the need for a more comprehensive guidance service in secondary schools became imperative as all children, including those who are unmotivated and backward, were now admitted into the schools. The educational and behavioral problems of many children in the mainstream have become more visible. Between 1982 and 1986, the Education Department provided each standard-sized government and secondary school with five additional teachers to improve the various

BEST COPY AVAILABLE

supportive services to students. One of these teaching posts was provided specifically to strengthen counseling and guidance, including careers guidance.

In 1985 and 1986 each school added two non-subject teachers. One of their responsibilities was educational and vocational guidance. In 1987, the Educational Bureau issued a notice asking each school to appoint a career guidance teacher and reduce that teacher's teaching time and also asking for other teachers to be involved in career guidance.

Stage 3: The consolidation period and current state of careers guidance in Hong Kong (1991 to present)

Currently in Hong Kong, careers guidance in secondary schools are conducted through activities. Six types of activities are included in career development: 1) student assessment service; 2) providing materials; 3) placement service; 4) educational and vocational guidance service; 5) counseling; and 6) evaluation and study.

There are Careers Information Centers in each district that provide occupational materials, evaluations of personal characteristics, placement, educational planning, and training. Facilities available in each Center include larger rooms filled with career information for individuals or groups to visit and smaller rooms for individual counseling and testing.

The Young People's Careers Guidance Group in the Hong Kong Labor Department was founded in 1986. This Group is designed to assist secondary school students' educational and vocational growth. They organize many activities aimed to help young people in choosing jobs that could match their talent, interests, and abilities, including: (1) group guidance; (2) setting up the Careers Information Centers,; (3) producing career materials; and (4) training careers guidance teachers.

Group guidance

Group guidance includes:

a) Lectures: The Vocational Guidance Group sends their members to give students lectures so that they can have a general idea of the world of work. The content of lectures includes such topics as the chances of vocational training for third year students of secondary schools, educational and vocational roads of the fifth year students after graduation ; and how to look for a job and how to prepare interview.

b) Career choice knowledge competitions. The first competition was help in 1982 followed by annual competitions since then.

c) Vocational material exhibitions: Annually since 1992, vocational materials are exhibited in Hong Kong. The aim of such exhibitions is to introduce students to the available occupations in Hong Kong. This Educational and Vocational Exhibition is held at the Hong Kong Conference and Exhibition Center and is sponsored by the Vocational Guidance Group and Hong Kong Trade Development Bureau over a four days period.

d) Vocational visiting: Started in 1984 and annually since then, students in the fourth and fifth years of secondary schools have chances to visit real work situations.

Careers Information Centers.

There are two Careers Information Center, one is in Hong Kong and the other is in Kowloon. Each center has a vocational information library, which exhibits educational, vocational, and training information; audio-visual materials; and counseling service.

Producing career materials.

This organization is also responsible for editing and printing career materials and producing audio-visual materials on careers. One such project is the "vocational introduction" which includes information on the nature of jobs; requirements, qualification; training chances, and prospects for advancement.

Careers guidance teachers' training.

The Careers Guidance Group, the Educational Bureau, and the Continuing Education Department of Hong Kong University conduct a part-time training course each year. The purpose of this course is to help careers teachers to learn the theories and skills of guidance. They also sponsor a careers guidance conference each year.

BEST COPY AVAILABLE

Summary

Pope (1997) and Zhang (1997) have both described the stages in the historical development of career counseling although for quite different countries. Similar historic epochs, however, appear from the descriptions to have effected that development similarly. In analyzing the Hong Kong dynamics, it appears that Hong Kong may be experiencing similar developmental stages, but career counseling has a much shorter history there.

References

Bailey, P. J. (1990). Reform the people: Changing attitudes towards popular education in early twentieth-century China. Edinburgh, Scotland: Edinburgh University Press.

China Vocational Education Association. (1927). Vocational guidance in foreign countries. Shanghai: Author.

Education & Manpower Branch, Government Secretariat. (1994). A guide to education and training in Hong Kong. Hong Kong: The Government Printer.

Fung, Y.-W. (1971). Vocational guidance in Hong Kong. Journal of Education & Psychology, 38 (4).

Fan, H.-C. (1991). Transition process from school to work: A comparative analysis in three east Asian cities: Shanghai, Tokyo, and Hong Kong. Thesis (Ph.D.): Columbia University.

Lee, K.-L. (1995). Social class and career aspiration: A study of F.5 students in two schools in Hong Kong. Thesis (M.Ed.) University of Hong Kong.

Pope, M. (1997, May). The history and development of career counseling in the USA. Proceedings of the Sixth International Counseling Conference, Beijing, China.

Tam, P. (1990). Guidance work in Hong Kong secondary schools. In International Counseling Conference Proceedings: Counseling in the 21st century.

Yau, B.-L. (1994). Student counselling. Hong Kong: The Chinese University Press.

Zhang, W. Y. (1997, May). The historical evolution of career development in China and Hong Kong. Proceedings of the Sixth International Counseling Conference, Beijing, China.

Zhang, W. Y. (1994). The history and current state of careers guidance in China. Educational and Vocational Guidance Bulletin, 55, 1-7.

Zhang, W. Y. (1993). A new model of careers guidance in a few secondary schools in Shanghai of China. Career Guidance Today (Autumn issue).

BEST COPY AVAILABLE